

## Student's multicultural awareness

F.I Soekarman<sup>1</sup>, Khairul Bariyyah<sup>\*2</sup>

<sup>12</sup>Universitas Kanjuruhan Malang

<sup>\*</sup>) Corresponding author, ✉ e-mail: [kh.bariyyah@gmail.com](mailto:kh.bariyyah@gmail.com)

### Abstract

Multicultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Multicultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different way. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. This research use descriptive-quantitative methodology to identify level of student's multicultural awareness specifically will be identified by gender and academic years. This research will identify multicultural awareness based on differences of gender, academic years. This research use random and purposive random sampling of 650 students from university. These studies identify of multicultural awareness 34, 11, 4% in high condition, 84, 1% medium and 4, 5% in low. Further, there is a significant difference in the level of multicultural awareness based on gender and academic year. These findings could not be generalized because of the limited sample and ethnicity; it should need a wider research so that can be generalized and recommended the efforts to development and improvement of multicultural awareness conditions for optimization the services.

**Keywords:** Student Awareness, Student, Multicultural

**How to Cite:** Soekarman, F.I., Bariyyah, K. (2016). Students Multicultural Awareness. *Couns-Edu: International Journal of Counseling and Education*, 1(1): pp. 14-20. DOI: 10.23916/16-21.0016.11-i30b

---

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2016. Indonesian Counselor Association (IKI).

---

### Introduction

Indonesian is the people who have the most degree of complex varieties. There many island with the variety of the cultures, reines, language district, ethnic group, religion and believe and so on. Those realities which make Indonesia called as multicultural society. To cover all varieties in a unity, Indonesia has a commitment to produce it in the term of "Bhineka Tunggal Ika", means different but those still in unity.

Every people who lives in multicultural society tend to make responsibility and respect each other. According Atmoko and Faridati (2015) each individual and ethnic groups, meeting in a certain place or region, with their attitude, characteristic and it's become there habituation on their individuality or groups.

However, the problems of criminalist between groups which axists in widely region Indonesia has shown that how susceptible of fatherless sence, how strong a prejudice between group, how far from the understanding between the groups. Till nowadays, it has been done that there are many of dispute and it consumed any victims like a destroying a Syi'ah community in Sampang (Tribunnews 26 August 2012), Church accidence HKPB Filadelfia in Bekasi (Kompas 26 December 2012), turbulence of Tolikara (Tempo 21 July 2015), war of Timikas's ethic (Sindonews 22 May 2014), and the clash of Aceh Singkil society (Tempo 13 October 2015). All of the cases above fell from diversity of our's and the lower of multicultural competence of society.

DuPraw and Axner (2002) stated that multicultural competence is very important to be acquired by someone because it is related to what we see, how we understand it, and how we express it. The less understanding of cultural identity, and how to influence widely aspect of live, become source of conflict and the big problem interpersonal relationship. The more Dupraw and Axner (2002) stated that we often dit not aware that the culture influence us. Occasionally we are not aware that we have value in the culture or other assumptions from the others people.

Moule states (2012) there are 4 components that need to be intentioned. There are, 1) Awareness, 2) Attitude, 3) Knowledge, 4) Skills. In awareness we are expected to capable to feel ourself reaction to the different people, attitude component needs to increase multicultural competence in order to make individually correctly to their belief and their values about other cultures, knowledge componant need because values and belief and also the point of view to the others people affected our attitude, and we are not understand it. There are many people often prejudiced to the stranger while knowledge component becomes important to increase multicultural competence. Skill component needs to treat communication, verbal signal and nonverbal signal which tend to be varieted between the culture.

Multicultural competence needs to be increased because the harmony and the unity between groups are made from well interaction and open minded. There are many criminalist cause of ethnic difference, culture, religion and belief and also any other differences that caused of unreadiness personality or wider to survive in plural environment. When Indonesian have a wrong understanding about this multiculturalism, it means there will be downfall of nation and unconduive situation to NKRI.

Each of the important of agenda to resolve downfall of nation is through education. Especially in the development of sense of humanity and sense of respect. The demance of education is to bring the human to go to the potensial they have. Imperative function is expected to capable enter the sphere of education, ideology, and gives ethical values in each level of society. The transferring of this values is capable through formal education or informal education. Start from lower degree until the higher degree.

University is one of subsystem of national education. It takes an important role to the atmosphere of nation and its country though applying of Tri Dharma of university. There are education, research, and dedication to the society. It is a fundamental of thinking and becomes an obligation to every college students as a part of the university because they take important role as the agent of change of our nation to the well direction.

The college students should have multicultural competence because social interaction with a cultural variation exactly cannot be omitted. They come from different culture and enter campus atmosphere with amount of knowledge they had before, in which the knowledge has closely related with the background of their group culture, and it will be influenced an interaction to the others people. According to Oparah (2006) a person will show an attitude as seen he grew, include belief and prejudice to the others.

To acquire multicultural competence the college students must be grew the awareness to the culture's background or personality background that influenced the social interaction. Awareness component is the first step in multicultural competence. Awareness of multicultural is the ability to know every differences and similarities of culture and the ability point of view of difference as the variety (Locke, 1992). Awareness of multicultural is the ability of people to know, understand, and respect how the culture becomes a characteristic of personality and also directly and influence the act of someone.

Awareness of multicultural becomes very important to be acquired to the college students because the variety of people is still stimulated the disharmony the relation between college student. Some problems has been done as the impact of lake of responsibility of diversity like a fight coursed by continent region issue which have done by collect student Muhammadiyah University (UNISMUH) Makasar (Okezone. Com. 28 october 2015), offended to the utterance Marcubwana's Tangerang student that injured his friend (MetroNews. 29 October 2015), because turning out of volume music- Unikama college students got brawl (Malang Express, 8 October 2015).

The result of interview from the researcher to three college students from University of Kanjuruhan Malang, Monday 26 October 2015, found that they were often difficult to adapt to another's students, especially to the student who has characteristics present, social status, style of study, habitually and out of experience on him. They often knew the people based on the personal prejudice of it or stereotypes in which generated a student to a group of certain culture. Even though, in social condition in this time, it is

difficult to make a good relation to the other people if the relation was realized by prejudice and stereotype viewed. The individual ability to take, open and respect to the different culture becomes a cutial thing.

The continuity of increasing multicultural awareness in college students should be attention. In the context of guiding and counseling the multicultural awareness is a part of Standart kompetensi Kemandirian Peserta Didik (SKKPD) in the development of social respect. In this case, the college students are expected to: (1) Develop pattern social behavior based on similarities principal (equality), (2) comprehence to the values of similarities (equality) as the fundamental interaction in social live, (3) keep the values of friendship and harmony in the interaction to the others people (ABKIN: 2007).

The college students which have multicultural awareness will have high self awareness, capable to make a new relation to the other people, capable to increase good interpersonal skill, they are able to stereotypes and prejudice to the other people, to make harmony between two group, being to survive in multicultural live. Because of it, the program of development of multicultural awareness in the university needs to produce.

Deciding the right program of increasing multicultural awareness, the university must be have the first data about degree of multicultural awareness of the college student. This research is conducted as the first step because of it reason, describing the degree of multicultural awareness of college student, so it becomes the first data to decide the next level to increase multicultural competences of college student in the college student area.

Research problems of this research are: (1) How is the degree of multicultural awareness in the college student?, (2) Is there the difference the degree of multicultural awareness of college student based on gender?, (3) Is there the difference the degree of multicultural awareness of college student based on academic year?.

## Method

This research is the first review which shapes on descriptive quantitative that used cluster random sampling. This research takes 650 college students in east java among of gender, academic year, and ethnic. Instrument in this research is used scale of multicultural awareness of college student. To answer the research question about the degree of multicultural awareness in the college student, the data analyses in the normal statistic curve, determining the mean calculating percentages in the certain category. Beside that to prove the hypotheses in the research, t-test is used to define the degree of multicultural awareness based on academic year, and gender.

## Results and Discussions

Based on the result of data analysis found the conclusion that 4,5 % college student placed in the low multicultural awareness degree, 84,1% the college student placed in the middle multicultural awareness degree, and 11,4% the college student placed in the high multicultural awareness degree. It can be concluded that the college student which has the most percentage is the college student placed in the middle multicultural awareness degree (84,1%).

Locke (1992) and Jackson & Wasson (2003) argued that to get multicultural awareness, someone should have known his culture. Johnson & Lambie (2012) told further, that knowing our culture especially how educate self-culture its self which has variant to the others. Furthermore Locke (1992), told that the process to reach awareness about the variant of the culture through continuous culture, where someone aware amount of condition which has variant in its environment, such as poverty, difference of gender, and so on. Ultimately each people can get awareness about a variety of culture.

All of the argument above is supported by Sue and Sue (2003), stated that multicultural awareness will be reached after a person can understand that in the inside of himself, a person has a kind of cultures. It happens because a person becoming the member in widely ranges of social group. By aweing that in the inside of himself, a person has variant of cultures, then each individuality will get improving awareness that each person has a variant of culture, so when a person meet to the difference culture between his mind to the others mind, individually tends to think as usual phenomenon.

There is factor influence the degree of multicultural awareness of person in the college student, each of it is gender. The result of this research shown that 43,1% women placed in the high multicultural awareness degree, 27,5 % women placed in the middle of multicultural awareness degree, 29,4% women placed in the low of multicultural awareness degree. Besides that, 11,1% men placed in the high multicultural awareness degree, 33,3 % men placed in the middle of multicultural awareness degree, 55,6% men placed in the low of multicultural awareness degree. It can be concluded that 43,1% women placed in the high of multicultural awareness degree, beside that men got 55,6% placed in the low of multicultural awareness degree.

Testing hypothesis is used t-test, two samples independent shown that there is difference multicultural awareness degree between woman and men college student. According to t-test score shown that t accounting is -2,604 with significance 0,011. Because of this significance list  $0,011 < 0,05$ , the hypothesis stated as there is different multicultural awareness degree based on genre is accepted.

According Sue and Sue (2003), gender is also each of factor divide the degree of multicultural awareness person. Men and women have difference some characteristic. Men tend to closed then women. In the relation with the girlfriend believe will be closer if each of them are opened each other, (Wasonga, 2005), so the women did multicultural awareness better than men.

An awareness to open mind to the other people related to the risks accepted by college student- if the weaknesses will be known by someone else. This awareness was also influenced by academic year of college student in university. The score of t-test got by the student can be seen as t account was 0,176 with significance 0,861. Based on this significance,  $0,861 > 0,05$  meant the conclusion there was significance between multicultural awareness degree 2013 student academic year to the college student in academic year 2015, on the other word there was significance difference multicultural awareness degree college student from the academic year. Student's academic year 2013 which placed in the last semester which have most percentage was women in the college student placed in the high of multicultural awareness degree (35,7) beside college student in academic year 2015 the most percentage was placed in the categories low of multicultural awareness degree (37%)

External and internal changing which got since a college student is very influence multicultural awareness degree of college student to the other person. A positive score to the other people started from individual pleased to accept and have a positive score to himself. The score to himself relate to the pride, it is self-evaluation which make a person to himself in positive range until negative (Brown, 2004).

The college student who placed in the first tend to secluded in his live, ignore a contribution from the other people and did not respect to others because he had kind of character in their environment. They tend easier to choose to whom they appropriate to open mind and silent about himself. They did not want to join intimately conversation. The adversity to introduce himself happen because he belief transferring negative information can disturb the other people (Pappu, R., Recht, B., Taylor, J., & Gershenfeld, N., 2002). Meanwhile to last semester college student, multicultural awareness degree needed to make adaptation to their environment. An introducing from the first level college student is the way to get support from the other people during adaptation, include in the environment or internal changing.

Multicultural awareness degree is important to be acquired when making an interaction to society which has full of variant. According to Oparah (2006) a person who has awareness of variant can be increased attitude of accepted, opened, and tolerance. In according to multicultural awareness in the inside of individuality, it is hoped become close way to the harmony in every interaction between individual in the environment. It is related to the Matsumoto (2006) that group social interaction which have variant needed understood about multicultural.

The demanded of increasing multicultural awareness of college student must be got attention. In the context of guiding and counseling multicultural awareness is part of domain Standar Kompetensi Kemandirian Peserta Diri (SKKPD) in the aspect of developing social responsibility. This domain the college student is expected to: (1) Developing patterns of social behavior based on equality principle (equality) (2) Biologically qualities values as the fundamental of interaction in social life, (3) Keeping the friendship values and harmonist in the interaction to the others (ABKIN 2007).

The college student who has multicultural awareness will be have high self-awareness, it is able conducting new relation to the others people, capable to develop a good interpersonal skill, capable to face

stereotypes and prejudice to the others, creating harmony between the group, being ready to survive in the multicultural world. That's way the program of increasing multicultural awareness in the university needs to be done.

## Conclusions

Some conclusion covered in this research: (1) 4,5 % college student placed in the low of multicultural awareness degree, 84,1% college student placed in the middle of multicultural awareness degree and 11,4% college student placed in the high of multicultural awareness degree. It can be concluded that college student which has the most presented is the college student placed in category middle of multicultural awareness degree (84,1). (2) The result of multicultural awareness degree based on gender shown that significance to the t score account is -2,604 significances  $0,0011 < 0,05$  so got the conclusion there is different of significant level of multicultural awareness of the college student from the gender. (3) based on the t account is 0,176 with significances 0,861. That's way significances  $0,61 > 0,05$  so it can be concluded there is different significant of multicultural awareness degree of college student from the academic year.

Some of suggestion research to further research are (1) applying research method which capable to test multicultural awareness more deeply like interview and observation and also it is hope capable to conduct the research widely range related multicultural awareness college student. (2) Looking to the low of multicultural awareness degree college student based on this research is needed conducting an experimental research or developmental by using appropriate technique to help improving multicultural awareness degree college student.

## Acknowledgments

We would like to thank Universitas Kanjuruhan Malang for supported our research and we express much gratitude to all student who participated on this research.

## References

- ABKIN. (2007). *Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal*. Jakarta: Depdiknas.
- Atmoko, Adi & Faridati, Ella. (2015). *Bimbingan Konseling Untuk Multikultural di Sekolah*. Malang: Elang Mas.
- Brown, E.L. (2004). What precipitates change in cultural diversity awareness during a multicultural course: the message or the method? *Journal of Teacher Education*, Vol. 55 No. 4, pp. 325-41.
- Creswell, John. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education
- Dupraw, M. E., & Axner, M. (2002). Working on common cross-cultural communication challenges. Toward a More Perfect Union in an Age of Diversity Retrieved October, 1, 2015, from [www.pbs.org/ampu/crosscult/html](http://www.pbs.org/ampu/crosscult/html)
- Johnson, J., & Lambie, G. (2012). A multicultural personal growth group as a pedagogical strategy with graduate counseling students. *Journal of the Scholarship of Teaching and Learning*, 12 (3), 125-141.
- Kompas. (2012). Polresta Bekasi Sesali Insiden Filadelfia. Retrieved October 27, 2015, from <http://nasional.kompas.com/read/2012/12/26/05510649/Polresta.Bekasi.Sesali.Insiden.Filadelfia>
- Locke, D.C. (1992). *Increasing Multicultural Understanding: A Comprehensions Model*. California: Sage Publications.
- Matsumoto, D., & Yoo, S. H. (2006). Toward a new generation of cross-cultural research. *Perspectives on Psychological Science*, 1(3), 234-250.
- Malangekspres. (2015). Stel Musik Keras, Mahasiswa Tawuran di Unikama . Retrieved October 29, 2015 from <http://www.malangekspres.com/kriminal/1276-stel-musik-keras-mahasiswa-tawuran-di-unikama>

- Metronews. (2015). Gara-gara Kursi, Mahasiswa Mercu Buana Ditusuk Teman Sendiri. Retrieved October 29, 2015, from <http://metro.news.viva.co.id/news/read/628331-gara-gara-kursi-mahasiswa-mercu-buana-ditusuk-teman-sendiri>
- Moule, Jean. (2012). *Cultural Competence: A primer for educators*. Wadsworth/Cengage, Belmont: California.
- Okezone. (2015). Hari Sumpah Pemuda, Mahasiswa Unismuh Makassar Bentrok. Retrieved October 29, 2015 from, <http://news.okezone.com/read/2015/10/28/340/1239839/hari-sumpah-pemuda-mahasiswa-unismuh-makassar-bentrok>
- Oparah, D. (2006). *Make a World of Difference*. Minneapolis: Search Institute Publications.
- Portman, T. (2009). Faces of the Future: School Counselors as Cultural Mediators. *Journal of Counseling and Development* 87 (1), 21-26.
- Pappu, R., Recht, B., Taylor, J., & Gershenfeld, N. (2002). Physical one-way functions. *Science*, 297(5589), 2026-2030.
- Sindonews. (2014). Perang Antar Suku di Timika Gunung Kembali Terjadi. Retrieved October 29, 2015, from <http://daerah.sindonews.com/read/866250/26/perang-antar-suku-di-timika-gunung-kembali-terjadi>
- Sue, D. W, & David Sue. (2003). *Counseling the Culturally Diverse: Theory and Practice* (4<sup>th</sup> Ed.) Canada: John Wiley and Sons, Inc.
- Tempo. (2015). Gereja Dibakar di Aceh Singkil, Bukan Kasus Pertama. Retrieved October 27, 2015, from [http://nasional.tempo.co/read/news/Gereja\\_Dibakar\\_di\\_Aceh\\_Singkil,\\_Bukan\\_Kasus\\_Pertama](http://nasional.tempo.co/read/news/Gereja_Dibakar_di_Aceh_Singkil,_Bukan_Kasus_Pertama)
- Tempo. (2015). Kerusuhan Tolikara, 31 Orang Diperiksa Polisi. Retrieved October 27, 2015, from <http://nasional.tempo.co/read/news/2015/07/21/063685311/kerusuhan-tolikara-31-orang-diperiksa-polisi>
- Tribunnews. (2013). Pengusutan Kasus Sampang Hasilkan 14 Butir Kesimpulan, Retrieved October 27, 2015 (<http://www.tribunnews.com/nasional/2013/08/26/pengusutan-kasus-sampang-hasilkan-14-butir-kesimpulan>)
- Wasonga, Teresa A. (2005). Multicultural education knowledgebase, attitudes and preparedness for diversity", *International Journal of Educational Management*, 19 (1) pp. 67 – 74